

GRADE 1

# Assessment Book TEACHER'S MANUAL

PEARSON

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**PEARSON**

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# Table of Contents

|  |                |
|--|----------------|
| <b>Overview of Assessment in <i>ReadyGEN</i></b> . . . . . | <b>T5</b>      |
| English Language Learners . . . . .                        | <b>T9</b>      |
| Fluency and Running Records . . . . .                      | <b>T17</b>     |
| Fluency and Running Records Passages . . . . .             | <b>T27</b>     |
| <br><b>Baseline Assessment Information</b> . . . . .       | <br><b>T33</b> |
| <br><b>End-of-Unit Assessments Information</b> . . . . .   | <br><b>T65</b> |
| <b>Units 1–2</b> Administration Instructions . . . . .     | <b>T67</b>     |
| <b>Unit 1</b> End-of-Unit Assessment Information . . . . . | <b>T75</b>     |
| <b>Unit 2</b> End-of-Unit Assessment Information . . . . . | <b>T80</b>     |
| <b>Units 3–6</b> Administration Instructions . . . . .     | <b>T85</b>     |
| <b>Unit 3</b> End-of-Unit Assessment Information . . . . . | <b>T89</b>     |
| <b>Unit 4</b> End-of-Unit Assessment Information . . . . . | <b>T92</b>     |
| <b>Unit 5</b> End-of-Unit Assessment Information . . . . . | <b>T95</b>     |
| <b>Unit 6</b> End-of-Unit Assessment Information . . . . . | <b>T98</b>     |



# Overview

## What Is Assessment?

The Latin root of the word assess means “to sit beside.” This is a much gentler notion of this concept than most of us have, although “sitting beside” a student to confer about the development of a story in progress, to conduct a fluency check, or to observe a group discussion are valuable assessment techniques. What is assessment? *Assessment is simply the gathering and interpretation of evidence about student learning.* There are many methods for collecting information to determine if students have mastered the knowledge, skills, and standards we have taught. We can use a variety of measures to collect that evidence.

## Assessment in a Common Core World

The Common Core Standards have necessitated new processes for evaluating student learning. New assessments aligned to the standards are being developed in an effort to determine student preparedness for the rigors of college and the demands of 21st-century careers. While college and careers seem far off in the future, teachers of young children know that the path toward academic success begins at the earliest grades.

The new Common Core tests are given starting in Grade 3, so the assessments presented here can only approximate the components of those tests. However, by completing the *ReadyGEN* assessments, your students will become acclimated to the language and format of formal tests, gain practice in timed-test situations, and acquire valuable experience and confidence as they hone their test-taking skills. As a result, they will be better prepared to complete the official tests successfully when they reach Grade 3.

The *ReadyGEN* End-of-Unit Assessments and portions of the Baseline Assessment are modeled after expectations for the new Common Core tests. The standards emphasize students’ ability to use evidence from texts to answer questions. As a result, the selected-response comprehension and vocabulary questions that follow each passage revolve around information presented in the text. Similarly, each writing prompt compels students to think back to and incorporate information and events from the passage when writing their responses. The *ReadyGEN* Baseline Assessment also evaluates children’s mastery of foundational skills, the crucial groundwork on which future literacy success can be built.

# Overview

## Overview of *ReadyGEN* Assessment

There are four main parts to the *ReadyGEN* assessment program: a baseline assessment, formative assessments, performance-based assessments, and summative assessments.

### **BASILINE ASSESSMENT**

Begin the school year with the Baseline Assessment. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student test can be found in the *Assessment Student Book*. The Baseline Assessment is designed to help you determine your students' instructional needs in the areas of foundational skills, comprehension, vocabulary, and writing at the outset of the year. You can use the results of this test to establish a “starting point” for each child in your class and to identify individuals who are on grade level, those who need more support, and those who could benefit from additional challenge. This feedback can help you scaffold your instruction during both whole-group and small-group lessons so that all students experience success. Models of scaffolded instruction, useful strategies, and practical routines for the special populations in your class—including English language learners, students with disabilities, struggling readers, and accelerated learners—can be found in the *Scaffolded Strategies Handbook*.

### **FORMATIVE ASSESSMENTS**

Ongoing, formative assessments are integrated into every module. These assessments take on different forms.

**READER'S AND WRITER'S JOURNAL** The *Reader's and Writer's Journal* can be used during whole-group and small-group instruction to provide your students with opportunities to practice what they have learned during each lesson. You can review your students' work in their *Journals* to check how well they understand and can apply the material you taught.

**MONITOR PROGRESS** Throughout each lesson in the *Teacher's Guide* are Monitor Progress formative assessments. These assessments provide opportunities for you to assess targeted skills and standards in order to monitor your students' progress as instruction unfolds. By using these assessments, you will be constantly aware of how students are developing over the course of the year. You can then use this performance feedback to meet the individual needs of your students. In particular, the Strategic Support Monitor Progress and the Extensions Monitor Progress suggestions found

within small-group lessons will help you tailor your instruction to address the range of abilities found in your class. Additional targeted support is provided in the *Scaffolded Strategies Handbook*.

**INDEPENDENT WRITING PRACTICE** Formative writing assessments appear several times within each module in the *Teacher's Guide*. These writing tasks bring into focus each student's strengths and weaknesses and help you quickly identify students who need additional practice. Responsive individual or group instruction that you provide as a result can help prepare students for the Performance-Based Assessment at the end of the module.

### PERFORMANCE-BASED ASSESSMENTS

Each module concludes with a Performance-Based Assessment. These assessments, located in the *Teacher's Guides*, are writing tasks and class presentations that help you measure your students' mastery of the standards. The tasks provide opportunities for students to apply the skills they learned during the module to their own writing. Within these pages are two items that are particularly helpful for evaluating student progress using the Performance-Based Assessments: the Writing Rubric and the Reflect and Respond.

**WRITING RUBRIC** A writing rubric accompanies each Performance-Based Assessment task. The rubric is specific to the task's writing type (narrative, informative/explanatory, or opinion) and describes five dimensions of writing: focus, organization, development, language and vocabulary, and conventions. Use the 0 to 4 scale on the rubric to evaluate student writing in each dimension.

**REFLECT AND RESPOND** In this section, you will find numerous suggestions to assist struggling writers with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support are offered to help you guide students toward success as they complete other Performance-Based Assessments throughout the year.

### SUMMATIVE ASSESSMENTS

The summative End-of-Unit Assessments help you further measure your students' mastery of the standards. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student tests can be found in the *Assessment Student Book*. These assessments consist of passages, selected-response questions, and writing prompts. Use the answer keys and rubrics provided to evaluate student proficiency in comprehension, vocabulary, and writing at the close of each unit.

# Overview

**PASSAGES** Each End-of-Unit Assessment includes one passage of complex text. In Units 1–2, students listen to the teacher read aloud the passage before each section of the test and then answer questions about it. In Units 3–6, students read the passage themselves and then answer the questions. Each passage is either literary or informational, and the texts become increasingly complex over the course of the school year.

**SELECTED-RESPONSE QUESTIONS** After listening to or reading the passage, students answer a series of selected-response questions. The comprehension questions address Reading standards for Literature and Informational Text. The vocabulary questions target grade-appropriate Tier 2 and Tier 3 vocabulary words and address Language and Reading standards.

**WRITING** The writing portion of each End-of-Unit Assessment contains a narrative, informative/explanatory, or opinion prompt that is based on the passage. In Units 1–2, this task requires students to draw pictures and complete sentence frames. In Units 3–6, students write sentences in response to the prompt.



# English Language Learners

## Assessing the Progress of English Language Learners

Classrooms throughout the United States are populated with students representing diverse cultures, ethnicities, and languages. This diversity offers rich benefits to learners but also places instructional demands upon teachers, who are expected to guide *all* students with vastly different literacy abilities toward achievement of reading and language arts standards.

This goal of equity poses unique challenges to educators. Teachers must monitor the language acquisition of English language learners (ELLs) in an ongoing, systematic way in addition to assessing their understanding of concepts, application of skills, and mastery of standards. The information that follows offers instructional strategies to help you prepare your ELLs for formal assessments as well as appropriate accommodations you can use during test administration.

### INSTRUCTIONAL STRATEGIES TO PREPARE ELLS FOR FORMAL ASSESSMENTS

- Preteach the “language of tests” encountered in directions and test items, including:
  - Question words, such as *who, what, which, where, when, why* and *how*
  - Emphasis words, such as *not, except, probably, both, neither, either, most, and least*
  - Action words, such as *explain, describe, and use ideas from the passage*

Words such as *both* and *not* may seem simple, but their uses in test questions often prove otherwise. ELLs need help in seeing how such words frame and constrain ideas expressed in the sentences in which they appear.
- Familiarize students with basic test formats such as the numbering of selected-response questions and the appearance of bubbles beside answer choices. By providing opportunities for ELLs to become familiar with the structure and language of formal assessments, you enable them to demonstrate their learning of the content rather than their ability to decipher test language and formats.
- Teach the use of context clues to interpret the meanings of unfamiliar terms.
- Highlight and discuss routinely the *academic* language, vocabulary, syntax, text structures, and text types encountered in trade books and textbooks.

# English Language Learners

- Provide regular opportunities for meaningful oral language experiences in which ELLs discuss important topics and perform the activities required on tests, such as explaining, describing, and stating and supporting opinions. Encourage them to use vocabulary that will support academic language development.
- Coach students in oral and written retelling and summarization so that they develop a “sense” of text types, features, conventions, and organization. ELLs relate to the concrete nature of informational text, and summarization of such text helps to familiarize them with common text structures, such as sequence, description, classification, compare and contrast, cause and effect, and problem and solution.
- Read aloud, think aloud, and model purposeful and strategic behaviors of effective readers, speakers, and writers of English.

## APPROPRIATE TEST ACCOMMODATIONS FOR ELLS

As you consider making accommodations for ELLs in your class, keep in mind that the ultimate goal is for these students to be able to handle mainstream assessments, terminology, and instruction on their own. Any accommodations you provide should be considered stepping stones to students’ eventual successful encounter with mainstream teaching and testing conditions.

In providing test accommodations, *it is important not to compromise the intent of the assessments*. It is *never* appropriate to read aloud the reading passages or the comprehension and vocabulary questions in English or translate them into students’ first languages. These practices alter the constructs of the tests. Reading comprehension assessments are designed to measure both word recognition and understanding, so reading aloud or translating actually changes the intent of the tests.

Appropriate accommodations might include the following:

- Provide additional testing time.
- Allow frequent or extended breaks, dividing tests into multiple sessions as needed.
- Administer tests at times most beneficial to students.
- Administer tests in small groups or in one-on-one settings that are comfortable and familiar to students.
- Read aloud test directions in English or in students’ first languages and repeat as often as necessary.

- Simplify the language and sentence structure of test directions. Clarify phrases such as “use information from the passage,” “which of the following,” and “write in response.” When possible, model the tasks and provide verbal directions in simple English.
- Request that students restate test directions in their own words to ensure they understand what to do.
- Encourage students to draw pictures to help demonstrate their thinking and learning.

Following the administration of each assessment, note which accommodations you used and the degree to which they were beneficial. Then interpret test scores with that information in mind. As ELLs progress in their English language skills and become more comfortable with testing, it is important to reconsider which accommodations you use. Additional suggestions for providing targeted support to the ELLs in your class can be found in the *Scaffolded Strategies Handbook*.

#### OTHER USEFUL TOOLS FOR ELLS

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In addition to the strategies and accommodations described above, this *Assessment Book Teacher’s Manual* offers two other tools to assist you in evaluating the progress of the ELLs in your class: a Profile of English Language Learners checklist and an Observing English Language Learners form.

# English Language Learners

## Profile of English Language Learners

### WHAT IS IT?

- This checklist helps to identify the strengths and needs of children whose first language is not English. Complete this profile at the time the child enters your classroom and update it periodically throughout the school year.

### WHAT DOES IT SHOW?

- An English language learner's proficiency with speaking, reading, and writing English

### HOW DO I USE IT?

- Identify children whose English proficiency you are uncertain about.
- Use the criteria on the form to assess children's abilities in the various language areas, noting specific examples.
- Use the form as a rough guideline of where children are in their English language development and where they may need help.

### WHAT DO I DO NEXT?

*ReadyGEN* offers many instructional resources to advance the achievement of the English language learners in your class.

- Suggestions for scaffolding your instruction for each lesson appear on the lesson pages in the *Teacher's Guides*.
- The *Scaffolded Strategies Handbook* provides scaffolded instruction for each module, practical routines, graphic organizers, cognates, and activities for additional practice that you can employ to help ELLs successfully participate in and progress through the program.
- This *Assessment Book Teacher's Manual* offers instructional strategies and test accommodations you can use to prepare ELLs for formal assessment situations. See pages T9–T11 for more detailed information.

**A** Checklist format is easy to use.

**B** Space is provided for you to record the date and your comments.

Form for reproduction is on page T15.

**Teacher Form**  
**Profile of English Language Learners**  
 Child: **Tomas Alvarez**

| Trait  | Mostly | Unevenly | Rarely | Date/Comments   |
|--|--------|----------|--------|---|
| Speaks and/or understands a few basic words          | ✓      | <b>A</b> |        |   |
| Speaks fluently but makes frequent errors            |        |          | ✓      |   |
| Uses names of many objects                           |        | ✓        |        | 10/16 seems to know more words than he is comfortable using |
| Uses and understands basic everyday vocabulary       |        | ✓        |        |   |
| Asks and answers simple questions                    |        |          | ✓      | 10/16 reluctant to ask for help                             |
| Follows simple directions                            |        | ✓        |        |   |
| Takes part in discussions                            |        |          | ✓      |   |
| Conveys ideas or stories through drawings            | ✓      |          |        | 10/16 good at communicating through art                     |
| Needs pictures to comprehend simple text             |        | ✓        |        |   |
| Recognizes basic sound/letter relationships in words |        | ✓        |        |   |
| Follows text being read aloud                        |        | ✓        |        |   |
| Joins in choral reading                              | ✓      |          |        | 10/16 likes to join in with the class                       |
| Retells predictable text                             |        | ✓        |        |   |

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# English Language Learners

## Observing English Language Learners

### WHAT IS IT?

- A form to record your ongoing observations about how English language learners process what they read

### WHAT DOES IT SHOW?

- How English language learners use strategies to make sense of materials they read
- Children's growth and development in processing what they read

### HOW DO I USE IT?

- Use this form with first graders beginning in the second half of the year as children become capable of reading passages.
- Work with children individually as they read a new selection.
- Record your observations about how children deal with new words and concepts.
- Continue to review and record children's behaviors periodically.
- Consider using the information on the form in parent conferences.

- A** Behaviors identify common strategies for success in reading a new language.
- B** Space is provided to record children's development over time.

Form for reproduction is on page T16.

**Teacher Form**  
**Observing English Language Learners**  
Child: Tomas Alvarez

| Behaviors Observed   | Date: 10/17 | Date: 11/3 | Date: | Date: |           |    |     |           |    |
|--|-------------|------------|-------|-------|-----------|----|-----|-----------|----|
|  | YES         | SOMETIMES  | NO    | YES   | SOMETIMES | NO | YES | SOMETIMES | NO |
| The child  |             |            |       |       |           |    |     |           |    |
| • uses context clues to figure out new words   |             |            |       |       |           |    |     |           |    |
| • uses prior knowledge to figure out new words   |             |            |       |       |           |    |     |           |    |
| • uses visuals to decipher meaning   | ✓           |            |       | ✓     |           |    |     |           |    |
| • uses strategies to decipher meaning  |             |            |       | ✓     |           |    |     |           |    |
| • can identify the strategies he or she is using   |             |            |       | ✓     |           |    |     |           |    |
| • understands why he or she is using a particular strategy   |             |            |       | ✓     |           |    | ✓   |           |    |
| • assesses his or her own progress   |             | ✓          |       | ✓     |           |    |     |           |    |
| • generally understands what the class is reading  |             | ✓          |       | ✓     |           |    |     |           |    |
| <b>General Comments</b><br>10/17: need to work harder on strategies with Tomas<br>11/3: Doing much better at drawing on prior knowledge. Beginning to see the logic of strategies. |             |            |       |       |           |    |     |           |    |

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Teacher Form  
Profile of English Language Learners

Child:

| Trait  | Mostly | Unevenly | Rarely | Date/Comments |
|--|--------|----------|--------|---------------|
| Speaks and/or understands a few basic words          |        |          |        |               |
| Speaks fluently but makes frequent errors            |        |          |        |               |
| Uses names of many objects                           |        |          |        |               |
| Uses and understands basic everyday vocabulary       |        |          |        |               |
| Asks and answers simple questions                    |        |          |        |               |
| Follows simple directions                            |        |          |        |               |
| Takes part in discussions                            |        |          |        |               |
| Conveys ideas or stories through drawings            |        |          |        |               |
| Needs pictures to comprehend simple text             |        |          |        |               |
| Recognizes basic sound/letter relationships in words |        |          |        |               |
| Follows text being read aloud                        |        |          |        |               |
| Joins in choral reading                              |        |          |        |               |
| Retells predictable text                             |        |          |        |               |

# Teacher Form

## Observing English Language Learners

Child:

| Behaviors Observed   | Date: |           |    | Date: |           |    | Date: |           |    |
|--|-------|-----------|----|-------|-----------|----|-------|-----------|----|
|  | YES   | SOMETIMES | NO | YES   | SOMETIMES | NO | YES   | SOMETIMES | NO |
| The child  |       |           |    |       |           |    |       |           |    |
| • uses context clues to figure out new words               |       |           |    |       |           |    |       |           |    |
| • uses prior knowledge to figure out new words             |       |           |    |       |           |    |       |           |    |
| • uses visuals to decipher meaning                         |       |           |    |       |           |    |       |           |    |
| • uses strategies to decipher meaning                      |       |           |    |       |           |    |       |           |    |
| • can identify the strategies he or she is using           |       |           |    |       |           |    |       |           |    |
| • understands why he or she is using a particular strategy |       |           |    |       |           |    |       |           |    |
| • assesses his or her own progress                         |       |           |    |       |           |    |       |           |    |
| • generally understands what the class is reading          |       |           |    |       |           |    |       |           |    |
| <b>General Comments</b>                                    |       |           |    |       |           |    |       |           |    |



# Fluency and Running Records

## How to Administer and Score a Fluency Test

A fluency test measures a child's reading rate, or the number of words read correctly per minute (wcpm), on grade-level text the child has not seen before. Give the child a copy of the Student Copy of the passage for the test and make a copy of the Teacher Copy for yourself. (The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the child read during the fluency check, while the passage on the Student Copy does not have the numbers.) Make sure you have put the child's name and the test date at the top of your copy of the passage. Have a watch or clock with a second hand available for timing the reading.

Have the child read the text aloud. Do not have the child read the title as part of the fluency reading; it is not included in the running word count. (You may want to tape-record the child's reading for later evaluation.) Stop the child at exactly one minute and note precisely where the child stopped.

As the child reads orally, on your copy of the text, mark any miscues or errors the child makes during the reading (see the chart on page T18). Count the total number of words the child read in one minute. Subtract any words the child read incorrectly. Record the words correct per minute (wcpm) score on the test.

**THE FORMULA IS:** Total # of words read – # of errors = words correct per minute (wcpm).

Or:  –  =  (wcpm)

# Fluency and Running Records

## How to Identify Reading Miscues/Errors

Using the passage on page T19, the chart below shows the kinds of miscues and errors to look for as a child reads aloud and the notations to use to mark them.

| Reading Miscue  | Notations   |
|---|---|
| <b>Omission</b><br>The child omits words or word parts.   | Some days are <del>so</del> cold!   |
| <b>Substitution</b><br>The child substitutes words or parts of words for the words in the text. | Bears go to caves <sup>and</sup> <del>to</del> sleep.                           |
| <b>Insertion</b><br>The child inserts words or parts of words that are not in the text.         | Small children like to run <sup>out</sup> <del>in</del> the cold.               |
| <b>Mispronunciation/Misreading</b><br>The child pronounces or reads a word incorrectly.         | Cold winds <sup>came</sup> come.  |
| <b>Hesitation</b><br>The child hesitates over a word and the teacher provides the word.         | <sup>H</sup><br><u>Children</u> have mittens and hats so they can play outside. |
| <b>Self-correction</b><br>The child reads a word incorrectly but then corrects the error.       | Big children like to skate <sup>SC</sup> on the ice.                            |

### NOTES

- If the child hesitates over a word, wait several seconds before telling the child what the word is.
- If a child makes the same error more than once, count it as only one error.
- Self-correction is not counted as an actual error. However, writing “SC” over the word or words will help you identify words that give the child some difficulty.

## Sample Fluency Test

Here is the passage marked as shown on the chart on the previous page. As the child reads the passage aloud to you, mark miscues and errors. Have the child read for exactly one minute, and then mark the last word the child reads.

Student Name Susan Date 9/8/2015

### Wind and Ice

(37)

|  |    |
|--|----|
| Some days are <sup>came</sup> so cold! Cold winds come. There is ice. Bears go to                    | 14 |
| caves <sup>and</sup> to sleep. <sup>H</sup> Children have mittens and hats so they can play outside. | 27 |
| Small children like to run <sup>out</sup> in the cold. Big children like to skate on <sup>sc</sup>   | 41 |
| the ice. They all ride on sleds. They slide down the white hills. Cold                               | 55 |
| days are fun!  | 58 |

$$42 - 5 = 37$$

# Fluency and Running Records

## Interpreting the Results

According to published norms for oral reading fluency, children at the end of Grade 1 should be reading fluently at 60 words correct per minute in text that is on grade level. This chart gives recommended progress toward that goal.

| Time of Year      | Target Reading Rate (wcpm) |
|-------------------|----------------------------|
| Beginning-of-Year | Not Applicable             |
| Mid-Year          | 25 to 35                   |
| End-of-Year       | 45 to 60                   |

If a child's reading rate is lower than the suggested progress toward the standard for his or her grade level, your notes on the child's miscues may help you determine why the rate is low. Does the child make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics may be needed. Do the errors reflect a lack of comprehension or limited vocabulary? In that case, instruction in comprehension strategies and exposure to more vocabulary words may help. A lack of fluency may indicate a lack of exposure to models of fluent oral reading. It may also mean that the child isn't reading enough material at his or her reading level.

## How to Take a Running Record

A Running Record is an assessment of oral reading accuracy and oral reading fluency. A child's reading accuracy is based on the number of words read correctly. This measure is determined by an analysis of the errors a child makes—a miscue analysis. Reading fluency is based on reading rate (the number of words read per minute) and the degree to which the child reads with a "natural flow."

A Running Record may be taken using any reading passage at any time. However, the most valid and reliable assessment fulfills these requirements: (1) the text is appropriate to the child's reading level and interest; and (2) the text is unfamiliar to the child. The passages in this section are well suited for use as either a Fluency Test or a Running Record because they fit these requirements. For additional oral reading accuracy and fluency checks that involve a Running Record, you may choose other passages from grade-level appropriate texts.

The Running Record may be used to verify instructional decisions suggested by other assessments, such as a Baseline or End-of-Unit Assessment. It may also be used to identify a child's particular strengths and weaknesses in reading and language development. In addition, the Running Record may be administered periodically throughout the year as a means of monitoring a child's progress.

Measuring oral reading accuracy and oral reading fluency may be accomplished in a single reading, but two different operations are required. The guidelines on pages T22 and T23 explain how to determine each measurement.

# Fluency and Running Records

## How to Measure Oral Reading Accuracy

1. Choose an appropriate grade-level text of about 100 to 200 words, or use those passages that have been provided for use as a Fluency Test.
2. Make copies of the text—one of the Student Copy for the child and one of the Teacher Copy for you. If the text appears in a book, you may have the child read the text from the book.
3. Give the text to the child and have the child read the text aloud. (You may want to tape-record the child's reading for later evaluation. This approach can be especially helpful if you are timing the child's reading or conducting other assessments at the same time.)
4. Your hand should always be "running" on your copy of the text. Put a checkmark above every word the child reads correctly. Mark any miscues or errors the child makes during the reading (see the explanation of reading miscues/errors for Fluency Tests on pages T18–T19).
5. Count the total number of errors the child makes and find the percentage score for the number of errors. If you are using a fluency/running record passage from this book, the total word count is indicated for each passage.
6. If you are using a text from a different source, use this formula to get a percentage score:

$$\frac{\text{Total \# of words minus \# of errors}}{\text{Total \# of words}} \times 100 = \text{percentage score}$$

$$\text{Or: } \frac{\boxed{\phantom{00}} - \boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times 100 = \boxed{\phantom{00}} \%$$

**EXAMPLE:** Suppose a child reads a text of 110 words and makes 6 errors.

$$\frac{110 - 6 = 104 \text{ words}}{110} = 0.945 \quad 0.945 \times 100 = 94.5\% \text{ (round to 95\%)}$$

The percentage score indicates the child's oral reading accuracy (percentage of words in the passage read correctly).

## How to Measure Reading Rate

Reading rate is defined as number of words per minute (wpm). To determine the reading rate, follow steps 1–3 as described on page T22. Note the exact time when the child begins reading and the time when he or she finishes.

To calculate the number of words per minute, use the formula below:

$$\frac{\text{Total \# of words read}}{\text{\# of seconds}} \times 60 = \text{words per minute}$$

Or:  $\frac{\boxed{\phantom{000}}}{\boxed{\phantom{000}}} \times 60 = \boxed{\phantom{000}} \text{ (wpm)}$

**EXAMPLE:** Suppose a child reads a passage of 120 words in 90 seconds.

$$\frac{120}{90} = 1.33 \text{ (round to the nearest hundredth)}$$

$$1.33 \times 60 = 79.8 \text{ words per minute (round to 80 wpm)}$$

## Interpreting the Results

For oral reading accuracy, use the following suggested criteria:

- A child who reads 98%–100% of the words correctly is reading at an independent level and may need more challenging texts.
- A child who reads 91%–97% of the words correctly is reading at an instructional level and will likely benefit from guided on-level instruction in similarly-leveled texts.
- A child who reads with an accuracy of 90% or less is reading at a frustration level and may benefit from targeted instruction at a lower reading level as part of a comprehensive plan that includes scaffolding of grade-level text as well.

For any child whose Running Record results are not clearly definitive, we recommend increasing monitoring through additional means and classroom observations.

On the following pages you will find passages that may be used for either Fluency or Running Record Tests. Both a Teacher Copy and a Student Copy have been provided.





Teacher Name \_\_\_\_\_

| Child's Name | Beginning-of-Year |      | Mid-Year |      | End-of-Year |      |
|--------------|-------------------|------|----------|------|-------------|------|
|              | Date              | WCPM | Date     | WCPM | Date        | WCPM |
| 1.           |                   |      |          |      |             |      |
| 2.           |                   |      |          |      |             |      |
| 3.           |                   |      |          |      |             |      |
| 4.           |                   |      |          |      |             |      |
| 5.           |                   |      |          |      |             |      |
| 6.           |                   |      |          |      |             |      |
| 7.           |                   |      |          |      |             |      |
| 8.           |                   |      |          |      |             |      |
| 9.           |                   |      |          |      |             |      |
| 10.          |                   |      |          |      |             |      |
| 11.          |                   |      |          |      |             |      |
| 12.          |                   |      |          |      |             |      |
| 13.          |                   |      |          |      |             |      |
| 14.          |                   |      |          |      |             |      |
| 15.          |                   |      |          |      |             |      |
| 16.          |                   |      |          |      |             |      |
| 17.          |                   |      |          |      |             |      |
| 18.          |                   |      |          |      |             |      |
| 19.          |                   |      |          |      |             |      |
| 20.          |                   |      |          |      |             |      |
| 21.          |                   |      |          |      |             |      |
| 22.          |                   |      |          |      |             |      |
| 23.          |                   |      |          |      |             |      |
| 24.          |                   |      |          |      |             |      |
| 25.          |                   |      |          |      |             |      |
| 26.          |                   |      |          |      |             |      |
| 27.          |                   |      |          |      |             |      |
| 28.          |                   |      |          |      |             |      |
| 29.          |                   |      |          |      |             |      |
| 30.          |                   |      |          |      |             |      |



Student Name \_\_\_\_\_ Date \_\_\_\_\_

Dad and I Go to the Park

|  |    |
|--|----|
| I like to go walking in the park. Dad and I always     | 12 |
| see other people. They are walking or running. They    | 21 |
| ride their bikes around the edge of the park. Some     | 31 |
| of them stop. They talk to us. We meet new people.     | 42 |
| Then I get to shake hands.                             | 48 |
| We see squirrels in the trees. We see ducks by         | 58 |
| the water too. Dad does not let me chase them. I still | 70 |
| have fun.  | 72 |

## Student Copy

**Dad and I Go to the Park**

I like to go walking in the park. Dad and I always see other people. They are walking or running. They ride their bikes around the edge of the park. Some of them stop. They talk to us. We meet new people. Then I get to shake hands.

We see squirrels in the trees. We see ducks by the water too. Dad does not let me chase them. I still have fun.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## My Day

|   |     |
|---|-----|
| Through my window I see the sun. The green lawn       | 10  |
| is beautiful! The flowers dance, and the wind carries | 19  |
| birds with blue feathers. I see a cat, and I see my   | 31  |
| dog. My dog wants to meet the cat. I go out in the    | 44  |
| yard to play. I want to pet the cat, but it runs. My  | 57  |
| friend visits, and we dig for treasures. We water the | 67  |
| lawn and play in mud. We build a fort.                | 76  |
| When my friend goes home, I go in. I read to my       | 88  |
| dog while Mother makes us dinner. We eat. I go to     | 99  |
| my room to go to bed. Through my window I see the     | 111 |
| shiny moon and its friends the stars. "Good night to  | 121 |
| all," I say. "Good night!"                            | 126 |

## Student Copy

## My Day

Through my window I see the sun. The green lawn is beautiful! The flowers dance, and the wind carries birds with blue feathers. I see a cat, and I see my dog. My dog wants to meet the cat. I go out in the yard to play. I want to pet the cat, but it runs. My friend visits, and we dig for treasures. We water the lawn and play in mud. We build a fort.

When my friend goes home, I go in. I read to my dog while Mother makes us dinner. We eat. I go to my room to go to bed. Through my window I see the shiny moon and its friends the stars. “Good night to all,” I say. “Good night!”

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## All About Ants

|  |     |
|--|-----|
| Have you ever seen ants? They are fun to watch.        | 10  |
| They can do many different things.                     | 16  |
| Each kind of ant has a certain job. Worker ants        | 26  |
| are one kind of ant. They start by finding a place     | 37  |
| to build a nest. Next, the ants decide what to use     | 48  |
| to build the nest. Some ants use a log for the nest.   | 60  |
| Other ants dig a nest in the dirt. The worker ants dig | 72  |
| lots of tunnels too. They use the tunnels to go to and | 84  |
| from the nest. The worker ants also hunt for food.     | 94  |
| Then they bring the food back to the nest for the      | 105 |
| others.  | 106 |
| The queen is another kind of ant. The queen lays       | 116 |
| the eggs. The worker ants watch over the eggs.         | 125 |
| Finally, the babies are born. The worker ants take     | 134 |
| care of them.  | 137 |

## Student Copy

## All About Ants

Have you ever seen ants? They are fun to watch. They can do many different things.

Each kind of ant has a certain job. Worker ants are one kind of ant. They start by finding a place to build a nest. Next, the ants decide what to use to build the nest. Some ants use a log for the nest. Other ants dig a nest in the dirt. The worker ants dig lots of tunnels too. They use the tunnels to go to and from the nest. The worker ants also hunt for food. Then they bring the food back to the nest for the others.

The queen is another kind of ant. The queen lays the eggs. The worker ants watch over the eggs. Finally, the babies are born. The worker ants take care of them.



# Baseline Assessment



# Administering the Assessment

The Baseline Assessment consists of several sections: Foundational Skills for letter recognition, initial consonants, vowel sounds, and word recognition; three short passages followed by selected-response Comprehension and Vocabulary questions; Writing; and Phonemic Awareness. This test is intended to be read aloud to children. Directions for administering each portion of the test appear on the teacher pages.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer this assessment in several parts. The chart below offers suggestions for how to administer the test over two to four days. Use your professional judgment to determine which administration option best suits the needs of the children in your class.

| SESSIONS              | FIRST DAY  | SECOND DAY  | THIRD DAY   | FOURTH DAY  |
|-----------------------|--|---|---|---|
| <b>TWO SESSIONS</b>   | <ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• First Passage</li> <li>• Second Passage and Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Third Passage and Writing</li> <li>• Phonemic Awareness</li> </ul> |   |   |
| <b>THREE SESSIONS</b> | <ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• First Passage</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Second Passage and Writing</li> </ul>                              | <ul style="list-style-type: none"> <li>• Third Passage and Writing</li> <li>• Phonemic Awareness</li> </ul> |   |
| <b>FOUR SESSIONS</b>  | <ul style="list-style-type: none"> <li>• Foundational Skills</li> </ul>  | <ul style="list-style-type: none"> <li>• First Passage</li> </ul>   | <ul style="list-style-type: none"> <li>• Second Passage and Writing</li> </ul>                              | <ul style="list-style-type: none"> <li>• Third Passage and Writing</li> <li>• Phonemic Awareness</li> </ul> |

# Administering the Assessment

**DURATION** The time required for each part of the assessment will vary depending on how long it takes to answer the Foundational Skills questions, read the passages, answer the related Comprehension and Vocabulary questions, respond to the Writing prompts, and complete the individual Phonemic Awareness section. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

**PREPARING CHILDREN FOR THE ASSESSMENT** Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will listen to passages, answer questions, and complete some writing activities. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** This assessment is intended to be read aloud to children. To begin the test, read the Teacher Information at the top of the teacher Letter Recognition page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions.

# After the Assessment

## SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Foundational Skills, Comprehension, and Vocabulary. Correct answers for these items are provided on the teacher Scoring Information pages near the end of this section. Each question is worth 1 point.

**SCORING THE WRITING PROMPTS** Each Writing section requires children to draw and write in response to a prompt. Examples of appropriate responses are provided on the teacher Scoring Information pages, and 2-point rubrics are provided on the teacher Writing pages. Use the rubrics to evaluate children's responses. Although the criteria provided in the rubrics describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubrics' descriptions.

**GENERATING AND RECORDING FINAL SCORES** Record point totals for each child on the Baseline Assessment Class Record Chart provided on page T63.

# Administering the Assessment

## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in your class's abilities and knowledge in order to inform future instruction.

**INFORMING YOUR INSTRUCTION** Children's performance on the various sections of this assessment will help you determine their instructional needs in the areas of Foundational Skills, Comprehension, Vocabulary, Writing, and Phonemic Awareness at the outset of the school year. You can use the results from each section to identify children who are on grade level, those who need more support, and those who could benefit from additional challenge and to establish a "starting point" for individualized instruction for each child.

# Baseline Assessment

## Letter Recognition

**TEACHER INFORMATION:** Distribute Foundational Skills test pages 1–8. Have children open their tests to page 1. Administer the test by reading the directions below. Read each test question aloud. Pause after each question to allow time for children to mark their answers.

**DIRECTIONS:** I am going to ask you to find some letters. I will say a letter, and you will find the letter and draw a circle around it. We will do a practice question first. Listen carefully.

Look at the letters in the first row by the square. Find the letter *T*. Draw a circle around the letter *T*. (Pause.) Which letter is *T*? (Have a child point to the *T*.) Yes, that's the letter *T*. You should have drawn a circle around the second letter in the row, letter *T*.

Now we will do some more questions like this. Listen carefully.

1. Move down to the next row and look at the letters in the row by the 1. Find the letter *H*. Draw a circle around the letter *H*.
2. Now move down to the next row and look at the letters in the row by the 2. Find the letter *F*. Draw a circle around the letter *F*.
3. Now move down to the next row and look at the letters in the row by the 3. Find the letter *K*. Draw a circle around the letter *K*.
4. Now move down to the next row and look at the letters in the row by the 4. Find the letter *V*. Draw a circle around the letter *V*.
5. Now move down to the next row and look at the letters in the row by the 5. Find the letter *M*. Draw a circle around the letter *M*.
6. Now move down to the next row and look at the letters in the row by the 6. Find the letter *D*. Draw a circle around the letter *D*.

Have children turn to page 2.

7. Find the row at the top of the page by the 7. Look at the letters in the row. Find the letter *b*. Draw a circle around the letter *b*.
8. Now move down to the next row and look at the letters in the row by the 8. Find the letter *n*. Draw a circle around the letter *n*.
9. Now move down to the next row and look at the letters in the row by the 9. Find the letter *g*. Draw a circle around the letter *g*.

# Baseline Assessment

10. Now move down to the next row and look at the letters in the row by the 10. Find the letter *s*. Draw a circle around the letter *s*.
11. Now move down to the next row and look at the letters in the row by the 11. Find the letter *f*. Draw a circle around the letter *f*.
12. Now move down to the last row and look at the letters in the row by the 12. Find the letter *i*. Draw a circle around the letter *i*.

## Phonics—Initial Consonants

**TEACHER INFORMATION:** Have children turn to page 3. Check to make sure they are on the correct page.

**DIRECTIONS:** Now we are going to do something a little different. I am going to ask you about beginning sounds. We will do a practice question first. Listen carefully.

Look at the picture in the first row by the square. It is a *nest*. Circle the letter for the sound that begins the word *nest*. (Pause.) Which letter begins the word *nest*? (Have a child give the answer, *n*.) Yes, that's correct. *Nest* begins with the letter *n*. You should have drawn a circle around the *n*, the last letter in the row.

Now we will do more questions like this. Listen carefully.

1. Move down to the next row and look at the picture by the 1. It is a *boat*. Circle the letter for the sound that begins the word *boat* . . . *boat*.
2. Now move down to the next row and look at the picture by the 2. It is a *fan*. Circle the letter for the sound that begins the word *fan* . . . *fan*.
3. Now move down to the next row and look at the picture by the 3. It is a *rope*. Circle the letter for the sound that begins the word *rope* . . . *rope*.

Have children turn to page 4.

4. Find the row at the top of the page and look at the picture by the 4. It is a *dog*. Circle the letter for the sound that begins the word *dog* . . . *dog*.
5. Now move down to the next row and look at the picture by the 5. It is a *kite*. Circle the letter for the sound that begins the word *kite* . . . *kite*.
6. Now move down to the next row and look at the picture by the 6. It is a *map*. Circle the letter for the sound that begins the word *map* . . . *map*.
7. Now move down to the last row and look at the picture by the 7. It is a *toe*. Circle the letter for the sound that begins the word *toe* . . . *toe*.



# Phonics—Vowel Sounds

**TEACHER INFORMATION:** Have children turn to page 5. Check to make sure they are on the correct page.

**DIRECTIONS:** Now I am going to ask you about middle sounds. We will do a practice question first. Listen carefully.

Look at the picture in the first row by the square. It is a *hen*. Look at the words in the row. Circle the word that has the same middle sound as *hen*. (Pause.) Which word has the same middle sound as *hen*? (Have a child give the answer, *fed*.) Yes, that's correct. *Fed* has the same middle sound as *hen*. The other words, *pin* and *mat*, have different middle sounds. You should have drawn a circle around the word *fed*.

Now we will do more questions like this. Listen carefully.

8. Move down to the next row and look at the picture by the 8. It is a *bat*. Look at the words in the row. Circle the word that has the same middle sound as *bat . . . bat*.
9. Now move down to the next row and look at the picture by the 9. It is a *rug*. Look at the words in the row. Circle the word that has the same middle sound as *rug . . . rug*.
10. Now move down to the next row and look at the picture by the 10. It is a *jet*. Look at the words in the row. Circle the word that has the same middle sound as *jet . . . jet*.

Have children turn to page 6.

11. Find the row at the top of the page and look at the picture by the 11. It is a *box*. Look at the words in the row. Circle the word that has the same middle sound as *box . . . box*.
12. Now move down to the next row and look at the picture by the 12. It is a *bib*. Look at the words in the row. Circle the word that has the same middle sound as *bib . . . bib*.
13. Now move down to the next row and look at the picture by the 13. It is a *bug*. Look at the words in the row. Circle the word that has the same middle sound as *bug . . . bug*.
14. Now move down to the last row and look at the picture by the 14. It is a *bell*. Look at the words in the row. Circle the word that has the same middle sound as *bell . . . bell*.

# Baseline Assessment

## Word Recognition

**TEACHER DIRECTIONS:** Have children turn to page 7. Check to make sure they are on the correct page.

**DIRECTIONS:** Now I'm going to ask you to find some words. I will read a sentence and ask you to find one of the words. You will read the three words in the row and draw a circle around the word I say. We will do a practice question first. Listen carefully.

Look at the first row by the square. Look at the three words in the row. Now I will read a sentence: *My cap keeps my head warm.* Circle the word *cap . . . cap.* (Pause.) Which word should you have circled? (Have a child indicate the second word, *cap.*) Yes, the second word is *cap, c-a-p.* You should have drawn a circle around the second word, *cap.*

Now we will do some more questions like this.

1. Move down to the next row and look at the words by the 1. Listen to this sentence: *I drew that picture.* Circle the word *that . . . that.*
2. Move down to the next row and look at the words by the 2. Listen to this sentence: *Ann said, "I want to help."* Circle the word *said . . . said.*
3. Move down to the next row and look at the words by the 3. Listen to this sentence: *You can play with me.* Circle the word *you . . . you.*

Have children turn to page 8.

4. Find the row at the top of the page and look at the words by the 4. Listen to this sentence: *It is her house.* Circle the word *her . . . her.*
5. Move down to the next row and look at the words by the 5. Listen to this sentence: *I like to pick flowers.* Circle the word *pick . . . pick.*
6. Move down to the next row and look at the words by the 6. Listen to this sentence: *I don't want to be late.* Circle the word *late . . . late.*
7. Move down to the last row and look at the words by the 7. Listen to this sentence: *She wears a ring.* Circle the word *ring . . . ring.*

# First Passage

**TEACHER INFORMATION:** Tell children they will now do something different. Read aloud the following directions and the story.

**DIRECTIONS:** I am going to read you a story about Emma and Will. When I am finished, I will ask you to tell me about the story. Listen carefully.

## Rainy Day Explorers

It was a cold, rainy day. The rain poured down in sheets. Emma and Will could not go outside to play.

Suddenly, Will had an idea. “Let’s have an adventure!” he said. He ran to his room and found a hat. Emma got her favorite notebook. They were explorers!

Will imagined the living room was a jungle, thick with bushes, vines, and trees. He began to look for treasure. He lifted pillows and peeked under chairs. He heard a growl. Could it be a tiger? Very slowly, he looked around the corner. Will laughed. The tiger was Sparky the dog, who was snoring loudly.

Emma looked at the living room and imagined the chairs were trees. The fireplace became a volcano with hot lava and steam erupting from it. The long rug became a roaring river. The couch was an ancient stone building.

Emma found a pencil and opened her notebook. She drew a map of the living room jungle. She made circles for trees and a big triangle for the volcano. She drew long, wavy lines for the river. She drew a square for the old stone building. Her map showed where everything was.

Suddenly, Will jumped up. “Look!” he cried. “I discovered gold!”

Emma peered at Will’s hand. She saw three shiny pennies and one nickel.

“Where did you find those coins?” Emma asked.

“They were hidden under the couch cushions,” said Will.

Emma drew a big X on her map to show where Will found the treasure.

Soon, the rain stopped. Will and Emma raced outside to explore the world beyond the living room jungle!

# Baseline Assessment

## First Passage Comprehension

**TEACHER INFORMATION:** Distribute Comprehension and Vocabulary pages 9–10 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question. If children are unfamiliar with circling answers, draw three simple pictures in a row on the board and demonstrate how to draw a circle around one of the pictures.

**DIRECTIONS:** I am going to read the story again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. We will do a practice question first. Listen carefully.

Put your finger on the square at the top of the page. Look at the pictures in that row. What did Will get from his room to get ready for the adventure in this story? *A lunch box . . . a hat . . . or a jacket?* Draw a circle around the picture that shows what Will got from his room to get ready for the adventure. (Pause.) Which picture shows what Will got? (Have a child give the answer, *a hat*.) Yes, that's correct. Will got a hat. You should have drawn a circle around the picture that shows the hat, the picture in the middle of the row.

Now we will answer some more questions in the same way. Listen carefully.

1. Move down to the next row and look at the pictures by the 1. What did Emma get to take on the adventure? *A box . . . a backpack . . . or a notebook?* Draw a circle around the picture that shows what Emma got to take on the adventure.
2. Move down to the next row and look at the pictures by the 2. What did Emma think the long rug should be? *A river . . . a lake . . . or a hill?* Draw a circle around the picture that shows what Emma thought the long rug should be.
3. Move down to the last row and look at the pictures by the 3. What treasure did Will discover? *Five pennies . . . three pennies and one nickel . . . or four nickels?* Draw a circle around the picture that shows the treasure that Will found.

## First Passage Vocabulary

**DIRECTIONS:** Now I will ask you some questions about the meanings of some of the words in the story. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures by the 1. Listen to this sentence from the story: “Will imagined the living room was a jungle, thick with bushes, vines, and trees.” What does the word “jungle” mean? Circle the picture that shows the meaning of the word “jungle.”
2. Move down to the next row of pictures by the 2. Listen to this sentence: “She drew a map of the living room jungle.” What does the word “map” mean? Circle the picture that shows the meaning of the word “map.”
3. Move down to the last row of pictures by the 3. Listen to this sentence: “The fireplace became a volcano with hot lava and steam erupting from it.” What does the word “volcano” mean? Circle the picture that shows what a “volcano” is.

# Baseline Assessment

## Second Passage

**TEACHER INFORMATION:** Read aloud the following directions and the selection.

**DIRECTIONS:** I am going to read you a selection about Amelia Earhart. When I am finished, I will ask you to tell me about the selection. Listen carefully.

### Amelia Earhart

Amelia Earhart was born in 1897 in Kansas. She was active as a young girl. She loved to run, climb trees, and catch toads. Amelia lived at a time when girls did not do these things. She was unusual from the very beginning.

Amelia also loved to read. She read as much as she could about women doing amazing things. She kept a scrapbook about these women. She would cut stories out of newspapers and glue them in a book. Perhaps she knew that one day she would do wonderful things too.

As a young woman, Amelia watched a pilot give a flight demonstration. She saw the pilot fly the plane overhead. She watched as the plane did a lot of tricks in the air. At that moment, Amelia knew she had to learn to fly.

She decided to save enough money to pay for flying lessons. She worked very hard at many jobs. One of her jobs was driving a truck. Finally, she was able to pay for lessons. Anita Snook, another woman pilot, was her teacher. Amelia became the 16th woman to get a pilot's license! Now she had a paper that said she could fly airplanes.

Amelia became one of the most famous pilots ever known. She set many flying records. She was the first woman to fly across the Atlantic Ocean alone. She was even the first person to fly across the Atlantic Ocean twice! She helped other women who wanted to learn how to fly. She was an amazing woman who inspired many people to follow their dreams.

# Second Passage Comprehension

**TEACHER INFORMATION:** Distribute Comprehension and Vocabulary pages 11–12 and read aloud the following directions. Then reread the selection to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** I am going to read the selection again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures by the 1. Amelia loved to do many things when she was young. Which picture shows something she loved to do? *Ride a horse . . . read a book . . . or sew clothes?* Draw a circle around the picture that shows one of the things Amelia loved to do when she was young.
2. Move down to the next row of pictures by the 2. What did Amelia want to learn how to do? *Sail a boat . . . drive a bus . . . or fly a plane?* Draw a circle around the picture that shows what Amelia wanted to learn how to do.
3. Move down to the last row of pictures by the 3. Amelia worked hard at many jobs to save money to pay for flying lessons. What is one job she had? *Teacher . . . truck driver . . . or librarian?* Draw a circle around the picture that shows one job Amelia had to save money for flying lessons.

# Baseline Assessment

## Second Passage Vocabulary

**DIRECTIONS:** Now I will ask you some questions about the meanings of some of the words in the selection. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures by the 1. Listen to these sentences from the selection: "She was active as a young girl. She loved to run, climb trees, and catch toads." What does the word "active" mean? Circle the picture that shows the meaning of the word "active."
2. Move down to the next row of pictures by the 2. Listen to these sentences: "She kept a scrapbook about these women. She would cut stories out of newspapers and glue them in a book." What does the word "scrapbook" mean? Circle the picture that shows the meaning of the word "scrapbook."
3. Move down to the last row of pictures by the 3. Listen to this sentence: "As a young woman, Amelia watched a pilot give a flight demonstration." What does the word "demonstration" mean? Circle the picture that shows the meaning of the word "demonstration."



# Second Passage Writing

**TEACHER INFORMATION:** Distribute Writing page 13 and read aloud the following prompt to children. Provide time for children to draw the picture and write the sentence. Allow children to dictate their responses if necessary.

**PROMPT:** The selection says Amelia Earhart was an amazing woman. Why do you think Amelia was amazing? Draw a picture to show the most amazing thing about Amelia. Then write a sentence to tell why you think she was amazing.

## RUBRIC FOR WRITING

|          |  |
|----------|--|
| <b>2</b> | The drawing and the sentence describe something the child thinks made Amelia amazing.<br>The drawing and the sentence are text-based.<br>The drawing and the sentence correspond.  |
| <b>1</b> | The drawing and the sentence describe something the child thinks made Amelia amazing.<br>The drawing and/or the sentence is not text-based.<br>The drawing and the sentence do not correspond, or one element of the response is incomplete. |
| <b>0</b> | The drawing and the sentence do not describe something the child thinks made Amelia amazing.   |

# Baseline Assessment

## Third Passage

**TEACHER INFORMATION:** Read aloud the following directions and the selection.

**DIRECTIONS:** I am going to read you a selection about African elephants. When I am finished, I will ask you to tell me about the selection. Listen carefully.

### African Elephants

The largest land animal on Earth is the African elephant. An African elephant can be 12 feet tall. It can weigh over 12,000 pounds.

African elephants have very big ears. Their big ears help keep them cool. Their ears give off heat. This is important in the hot African sun. Elephants can also keep cool by sucking water up their long trunks. They spray the water like a shower all over their bodies. Elephants love water.

Elephants' trunks are more than showers. They use their trunks for many things. Elephants can smell, breathe, drink, and grab things with their trunks. Elephants even use their trunks to "trumpet." When an elephant trumpets, it makes a sound that can call other elephants or warn them of danger.

Elephants have long tusks. They use their tusks to dig for food and water. They use them to strip bark from trees. Elephants like to eat bark. They also eat roots, grasses, and fruits. Because elephants are so big, they need to eat a lot of food each day. Elephant herds wander from place to place looking for their next meal.

Elephant herds are made up of female elephants and their babies. Male elephants do not live in the herds. Male elephants like to roam the grasslands alone.

# Third Passage Comprehension

**TEACHER INFORMATION:** Distribute Comprehension and Vocabulary pages 14–15 and read aloud the following directions. Then reread the selection to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** I am going to read the selection again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures by the 1. What does an elephant use to spray water over itself? *Its tusks . . . its mouth . . . or its trunk?* Draw a circle around the picture that shows what an elephant uses to spray water over itself.
2. Move down to the next row of pictures by the 2. What does an elephant use to get bark from a tree trunk? *Its tusks . . . its trunk . . . or its foot?* Draw a circle around the picture that shows what an elephant uses to get bark from a tree.
3. Move down to the last row of pictures by the 3. Where do male elephants like to roam? *Near a river . . . in a zoo . . . in the grasslands?* Draw a circle around the picture that shows where male elephants like to roam.

# Baseline Assessment

## Third Passage Vocabulary

**DIRECTIONS:** Now I will ask you some questions about the meanings of some of the words in the selection. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures by the 1. Listen to this sentence from the selection: "They spray the water like a shower all over their bodies." What does the word "spray" mean? Circle the picture that shows the meaning of the word "spray."
2. Move down to the next row of pictures by the 2. Listen to this sentence: "When an elephant trumpets, it makes a sound that can call other elephants or warn them of danger." What does the word "trumpet" mean? Circle the picture that shows the meaning of the word "trumpet."
3. Move down to the last row of pictures by the 3. Listen to this sentence: "Elephant herds are made up of female elephants and their babies." What does the word "herd" mean? Circle the picture that shows the meaning of the word "herd."

# Third Passage Writing

**TEACHER INFORMATION:** Distribute Writing page 16 and read aloud the following prompt to children. Provide time for children to draw the picture and write the sentence. Allow children to dictate their responses if necessary.

**PROMPT:** In the selection “African Elephants,” you learned many things about the elephant. Draw a picture to show something you learned about the African elephant. Then write a sentence to tell what you learned about the elephant.

## RUBRIC FOR WRITING

|          |   |
|----------|---|
| <b>2</b> | The drawing and the sentence describe the African elephant.<br>The drawing and the sentence are text-based.<br>The drawing and the sentence correspond.   |
| <b>1</b> | The drawing and the sentence describe the African elephant.<br>The drawing and/or the sentence is not text-based.<br>The drawing and the sentence do not correspond, or one element of the response is incomplete |
| <b>0</b> | The drawing and the sentence do not describe the African elephant.  |

# Baseline Scoring Information

**BASELINE • LETTER RECOGNITION**

Name \_\_\_\_\_

■ B T A X

1. L H P Q

2. E I F S

3. K R C Z

4. X U Y V

5. N M W E

6. D G O P

Baseline Assessment 1

**BASELINE • LETTER RECOGNITION Continued**

7. p b d c

8. y m v n

9. g j q l

10. z s c k


11. h e f r

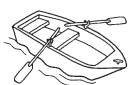
12. i u a o


2 Baseline Assessment


**BASELINE • PHONICS—INITIAL CONSONANTS**

Name \_\_\_\_\_

■  t v n


1.  d b p

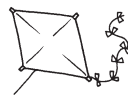
2.  v h f


3.  r p b


Baseline Assessment 3

**BASELINE • PHONICS—INITIAL CONSONANTS Continued**

4.  t d b

5.  k g q

6.  n v m

7.  j t d

4 Baseline Assessment

**BASELINE • PHONICS—VOWEL SOUNDS**

Name \_\_\_\_\_

pin      mat      **fed**

---

8.
 
 dud      did      **dad**

---

9.
 
**bun**      bin      ban

---

10.
 
 bad      **bed**      bid

Baseline Assessment 5

**BASELINE • PHONICS—VOWEL SOUNDS** *Continued*

11.
 
**top**      tip      tap

---

12.
 
 pot      pat      **pit**

---

13.
 
 hot      hat      **hut**

---

14.
 
**leg**      lug      lag

Baseline Assessment 6

**BASELINE • WORD RECOGNITION**

Name \_\_\_\_\_

cab      **cap**      cat

---

1.
 what      **that**      than

---

2.
 **said**      sat      saw

---

3.
 yes      yet      **you**

Baseline Assessment 7

**BASELINE • WORD RECOGNITION** *Continued*

4.
 hen      **her**      here

---

5.
 **pick**      park      pat

---

6.
 lot      look      **late**

---


7.
 ride      **ring**      rug


Baseline Assessment 8


# Baseline Scoring Information


**BASELINE • FIRST PASSAGE COMPREHENSION**

Name \_\_\_\_\_

1. 


2. 

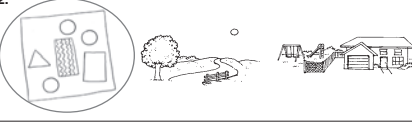
3. 


4. 

Baseline Assessment 9

**BASELINE • FIRST PASSAGE VOCABULARY**

1. 


2. 

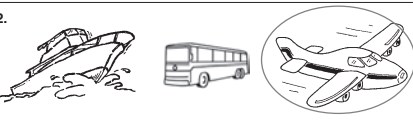
3. 


10 Baseline Assessment

**BASELINE • SECOND PASSAGE COMPREHENSION**

Name \_\_\_\_\_


1. 


2. 


3. 

Baseline Assessment 11

**BASELINE • SECOND PASSAGE VOCABULARY**


1. 

2. 

3. 

12 Baseline Assessment



 **BASELINE • SECOND PASSAGE WRITING**

Name \_\_\_\_\_


Drawing should show something the child thinks made Amelia amazing.

**Amelia Earhart was amazing.**




Possible response:




**Amelia could fly an airplane.**




Baseline Assessment 13

 **BASELINE • THIRD PASSAGE COMPREHENSION**


Name \_\_\_\_\_




1.   




2.   




3.   

14 Baseline Assessment


 **BASELINE • THIRD PASSAGE VOCABULARY**

1.   

2.   

3.   

Baseline Assessment 15

 **BASELINE • THIRD PASSAGE WRITING**

Name \_\_\_\_\_

Drawing should show something the child learned about the African elephant.

**An African Elephant**

Possible response:

**The elephant has big ears.**

16 Baseline Assessment

# Baseline Assessment

## Phonemic Awareness Individual Test

**TEACHER INFORMATION:** The Phonemic Awareness test is to be administered one-on-one to individual children. To prepare for the test, make a copy of the Phonemic Awareness Scoring Sheet on page T62 to record each child's answers. Correct answers and instructions for scoring the test are provided on the Scoring Sheet. Meet with each child individually, and give the child a copy of the Phonemic Awareness test on page T61. Follow the directions below for administering the test.

### Initial and Final Consonant Sounds

**DIRECTIONS:** I am going to ask you about beginning and ending sounds. We will do a practice question together first. Listen carefully.

Look at the picture in the first row by the square. (Point to the picture of the rake.) It is a *rake*. The first sound in *rake* is /rrr/, *rake*. Listen: /rrr/, *rake*. What is the first sound in *rake*? (Have the child give the answer, /r/.) Yes, that's correct. *Rake* begins with the sound /rrr/. The last sound in *rake* is /k/. Listen: *rake*, /k/. What is the last sound in *rake*? (Have the child give the answer, /k/.) Yes, that's correct. *Rake* ends with the sound /k/.

Now we will do more questions like this. Listen carefully. (As needed, point to each picture as you move through the questions.)

1. Look at the picture by the 1. It is a *ball*. What is the first sound in *ball . . . ball*?
2. Look at the picture by the 2. It is a *sock*. What is the first sound in *sock . . . sock*?
3. Look at the picture by the 3. It is a *cup*. What is the last sound in *cup . . . cup*?
4. Look at the picture by the 4. It is a *pig*. What is the last sound in *pig . . . pig*?

Now we will do some more questions about beginning and ending sounds. We will do another practice question together first. Listen carefully.

Look at the picture in the next row by the star. (Point to the picture of the stamp.) It is a *stamp*. The first sounds in *stamp* are /s/ /t/. Listen: /s/ /t/, *stamp*. What are the first sounds in *stamp*? (Have the child give the answer, /s/ /t/.) Yes, that's correct. *Stamp* begins with the sounds /s/ /t/. The last sounds in *stamp* are /m/ /p/. Listen: *stamp*, /m/ /p/. What are the last sounds in *stamp*? (Have the child give the answer, /m/ /p/.) Yes, that's correct. *Stamp* ends with the sounds /m/ /p/.

Now we will do more questions like this. Listen carefully. (As needed, point to each picture as you move through the questions.)

5. Look at the picture by the 5. It is a picture of *grapes*. What are the first sounds in *grapes* . . . *grapes*?
6. Look at the picture by the 6. It is a *hand*. What are the last sounds in *hand* . . . *hand*?
7. Look at the picture by the 7. It is a *desk*. What are the last sounds in *desk* . . . *desk*?

## Segmenting Words

**TEACHER INFORMATION** There is no child page for this component. Questions are asked and answered orally.

Now I am going to ask you a few questions about the sounds in words. We will do a practice question together first. Listen carefully.

The sounds in the word *cat* are /k/ /aaa/ /t/. Say the sounds in *cat* with me: /k/ /aaa/ /t/. (Have the child say the sounds /k/ /aaa/ /t/ with you.) Yes, that's correct. The sounds in *cat* are /k/ /aaa/ /t/, *cat*.

Now it's your turn.

1. Tell me the sounds in *wig* . . . *wig*.
2. Tell me the sounds in *rub* . . . *rub*.
3. Tell me the sounds in *mop* . . . *mop*.
4. Tell me the sounds in *pet* . . . *pet*.

# Baseline Assessment

## Blending Words

**TEACHER INFORMATION** There is no child page for this component. Questions are asked and answered orally.

**Now I am going to ask you a few questions about the words made by some sounds. We will do a practice question together first. Listen carefully.**

**I'm going to say three sounds: /m/ /aaa/ /t/. They make the word *mat*.**


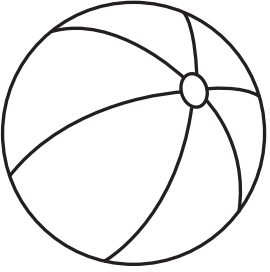

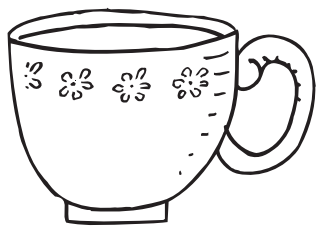
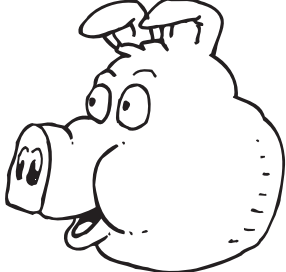
**Blend the sounds with me: /m/ /aaa/ /t/. (Have the child say the sounds /m/ /aaa/ /t/ with you.) What word do these sounds make? (Have the child give the answer, *mat*.) Yes, that's correct. The sounds /m/ /aaa/ /t/ make the word *mat*.**

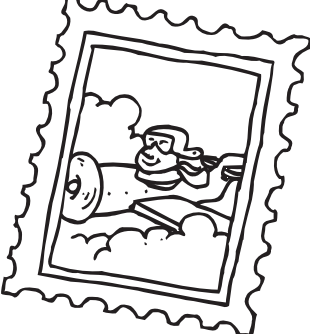
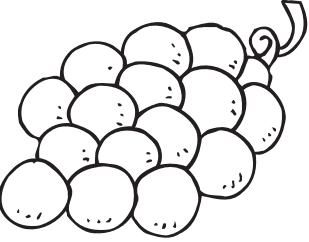
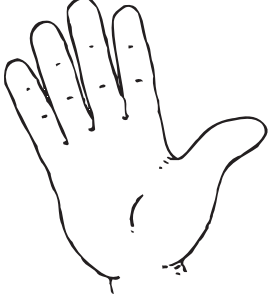
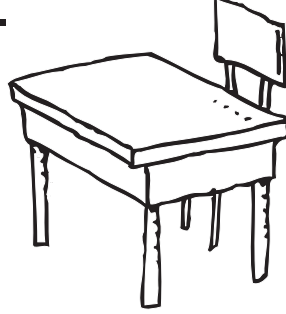
**Now it's your turn. I'll say the sounds and then you will tell me what word the sounds make.**

- 1. Listen to the sounds: /l/ /i/ /p/. What word do these sounds make, /l/ /i/ /p/?**
- 2. Listen to the sounds: /b/ /e/ /d/. What word do these sounds make, /b/ /e/ /d/?**
- 3. Listen to the sounds: /f/ /o/ /x/. What word do these sounds make, /f/ /o/ /x/?**
- 4. Listen to the sounds: /r/ /u/ /n/. What word do these sounds make, /r/ /u/ /n/?**



Name \_\_\_\_\_ Date \_\_\_\_\_

|   |  |  |
|---|--|--|
|      | 1.    | 2.  |
| 3.  | 4.  |  |

|  |   |  |
|--|---|--|
|     | 5.  | 6.  |
| 7.  |   |  |



Name \_\_\_\_\_ Date \_\_\_\_\_

# Phonemic Awareness Scoring Sheet

**TEACHER INFORMATION:** Follow the instructions for scoring as given for each section below. Record notes and observations in the box at the bottom. Count up the total number correct, and record the results of this assessment on the Baseline Assessment Class Record Chart on page T63.

| Element   | Points   |
|---|--|
| <b>Initial and Final Sounds</b><br>(Use page T61.)          | Circle each correct sound/blend that the child says. Each correct sound/blend is worth 1 point. (Maximum: 7 points)              |
| 1. /b/  |  |
| 2. /s/  |  |
| 3. /p/  |  |
| 4. /g/  |  |
| 5. /g/ /r/  |  |
| 6. /n/ /d/  |  |
| 7. /s/ /k/  |  |
| <b>Segmenting Words</b>                                     | Circle each correct sound. All sounds in a word must be identified correctly to score 1 point for each word. (Maximum: 4 points) |
| 1. /w/ /i/ /g/  |  |
| 2. /r/ /u/ /b/  |  |
| 3. /m/ /o/ /p/  |  |
| 4. /p/ /e/ /t/  |  |
| <b>Blending Words</b>                                       | Circle each word said correctly. Each word is worth 1 point. (Maximum: 4 points)   |
| 1. lip  |  |
| 2. bed  |  |
| 3. fox  |  |
| 4. run  |  |
| <b>PHONEMIC AWARENESS TOTAL:</b> _____ (Maximum: 15 points) |  |
| <b>Notes and Observations:</b>                              |  |

# ReadyGEN BASELINE ASSESSMENT CLASS RECORD CHART - GRADE 1

Teacher Name \_\_\_\_\_

| Child's Name | FOUNDATIONAL SKILLS |                    |              |                  | COMPREHENSION, VOCABULARY, WRITING |            |         | PHONEMIC AWARENESS | Baseline Total |
|--------------|---------------------|--------------------|--------------|------------------|------------------------------------|------------|---------|--------------------|----------------|
|              | Letter Recognition  | Initial Consonants | Vowel Sounds | Word Recognition | Comprehension                      | Vocabulary | Writing |                    |                |
| 1.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 2.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 3.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 4.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 5.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 6.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 7.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 8.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 9.           | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 10.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 11.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 12.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 13.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 14.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 15.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 16.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 17.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 18.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 19.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 20.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 21.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 22.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 23.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 24.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 25.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 26.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 27.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 28.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 29.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |
| 30.          | /12                 | /7                 | /7           | /7               | /9                                 | /9         | /4      | /15                | /70            |





# End-of-Unit Assessments



# Administering the Assessments

The End-of-Unit Assessments for Units 1 and 2 consist of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. The tests for Units 1 and 2 are intended to be read aloud to children. Directions for administering each test appear on the teacher pages. Because children must be able to comprehend texts of steadily increasing complexity as they progress through school, the test materials provide opportunities to listen to and comprehend more complex texts. The assessment items include content-appropriate texts and questions for children to listen to, interpret, and comprehend independently and proficiently.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer each End-of-Unit Assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of the children in your class.

| SESSIONS                        | FIRST DAY   | SECOND DAY  | THIRD DAY   |
|---------------------------------|---|---|---|
| <b>TWO SESSIONS</b><br>Option 1 | <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Writing</li> </ul>                       |   |
| <b>TWO SESSIONS</b><br>Option 2 | <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>                       | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Writing</li> </ul> |   |
| <b>THREE SESSIONS</b>           | <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>                       | <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>                    | <ul style="list-style-type: none"> <li>• Writing</li> </ul> |

# Administering the Assessments

**DURATION** The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

**PREPARING CHILDREN FOR THE ASSESSMENT** Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will listen to a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** The assessments for Units 1 and 2 are intended to be read aloud to children. (OPTIONAL: Student test pages 1–2, the printed passage, are provided so that, if you wish, you may distribute them and have children follow along as you read. If you want children to listen only, do not give them these pages.) To begin the test, read the Teacher Information at the top of the teacher Passage page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions.

## After the Assessment

### SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided in the teacher pages for each End-of-Unit Assessment.

**SCORING THE WRITING PROMPT** The Writing section requires children to draw and write in response to a prompt. Examples of appropriate responses and a 2-point rubric are provided in the teacher pages for each End-of-Unit Assessment. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.

**GENERATING FINAL SCORES AND/OR GRADES** If you choose, each End-of-Unit Assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may total the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

# Administering the Assessments

## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

**INFORMING YOUR INSTRUCTION** Depending on children's performance on the various sections of each End-of-Unit Assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension or Vocabulary sections, they may benefit from practice in retelling familiar stories in response to focused comprehension and vocabulary questions. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

Teacher Name \_\_\_\_\_

| Child's Name | UNIT 1            |            |                  |              | UNIT 2            |            |                  |              |
|--------------|-------------------|------------|------------------|--------------|-------------------|------------|------------------|--------------|
|              | Selected Response |            | Written Response | Unit 1 Total | Selected Response |            | Written Response | Unit 2 Total |
|              | Comprehension     | Vocabulary |                  |              | Comprehension     | Vocabulary |                  |              |
| 1.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 2.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 3.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 4.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 5.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 6.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 7.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 8.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 9.           | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 10.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 11.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 12.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 13.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 14.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 15.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 16.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 17.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 18.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 19.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 20.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 21.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 22.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 23.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 24.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 25.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 26.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 27.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 28.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 29.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |
| 30.          | /5                | /5         | /2               | /12          | /5                | /5         | /2               | /12          |

Teacher Name \_\_\_\_\_

| Child's Name | UNIT 3            |            |                  |              | UNIT 4            |            |                  |              |
|--------------|-------------------|------------|------------------|--------------|-------------------|------------|------------------|--------------|
|              | Selected Response |            | Written Response | Unit 3 Total | Selected Response |            | Written Response | Unit 4 Total |
|              | Comprehension     | Vocabulary |                  |              | Comprehension     | Vocabulary |                  |              |
| 1.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 2.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 3.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 4.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 5.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 6.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 7.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 8.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 9.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 10.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 11.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 12.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 13.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 14.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 15.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 16.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 17.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 18.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 19.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 20.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 21.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 22.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 23.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 24.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 25.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 26.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 27.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 28.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 29.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 30.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |

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Teacher Name \_\_\_\_\_

| Child's Name | UNIT 5            |            |                  |              | UNIT 6            |            |                  |              |
|--------------|-------------------|------------|------------------|--------------|-------------------|------------|------------------|--------------|
|              | Selected Response |            | Written Response | Unit 5 Total | Selected Response |            | Written Response | Unit 6 Total |
|              | Comprehension     | Vocabulary |                  |              | Comprehension     | Vocabulary |                  |              |
| 1.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 2.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 3.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 4.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 5.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 6.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 7.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 8.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 9.           | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 10.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 11.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 12.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 13.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 14.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 15.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 16.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 17.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 18.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 19.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 20.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 21.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 22.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 23.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 24.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 25.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 26.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 27.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 28.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 29.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |
| 30.          | /6                | /6         | /2               | /14          | /6                | /6         | /2               | /14          |



# Unit 1 Assessment

## Passage

**TEACHER INFORMATION:** If you wish children to follow along in the text as you read the passage, distribute the passage on pages 1–2 to children. If you want them to listen only, do not distribute those pages. Read aloud the following directions and the passage.

**DIRECTIONS:** I am going to read you a passage about bees. When I am finished, I will ask you to tell me about the passage. Listen carefully as I read. The name of the passage is “Honey Bees.”

The sun shines. The honey bees wake up. It is time for these insects to work.

Buzz, buzz, buzz!

In the hive, bees live like a family. A queen bee, some drones, and lots of worker bees live in the hive.

The queen bee rules the hive. She also lays eggs. Drones help the queen bee.

The hive is hidden in a big tree. Worker bees keep the hive safe. They do not like animals near their hive. That makes them mad. It is not wise to make bees mad. Mad bees will attack!

Worker bees make wax cells in the hive. These wax cells are small holes. Bees save honey in some wax cells. Small bees live and grow big in other cells.

Bees feed on honey. Worker bees feed honey to other bees in the hive. Bees make honey from nectar. Bees find sweet nectar inside flowers. Bees take the nectar back home.

Bees also get pollen from flowers. Worker bees feed pollen to the queen bee and small bees. It helps the small bees grow.

When those small bees get big, it is time to make a new hive. Worker bees make the new hive. A new queen bee will go with them.

When it gets cold, these bees will go inside their hive and rest. The bees will wake up when the sun shines.

# Unit 1 Assessment

## Comprehension

**TEACHER INFORMATION:** Distribute Comprehension page 3 and read aloud the following directions. Then reread the passage to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** I am going to read the passage again. Then I will ask you some questions about the passage. For each question that I ask, there are three answer choices. Draw a circle around the choice that gives the best answer. Listen carefully.

1. Look at the row with the number 1. What is the passage about? Circle the picture that shows what the passage is about.
2. Move down to number 2. What is the main idea of the passage? Listen to these sentences: *Worker bees collect pollen. . . . Bees live and work together. . . . The queen bee lays eggs.* Circle the sentence that tells the main idea of the passage.
3. Move down to number 3. What might make bees mad? Circle the picture that shows what might make bees mad.
4. Move down to number 4. Why do bees need flowers? Listen to these sentences: *Bees use nectar and pollen from flowers. . . . Bees like the different colors of flowers. . . . Bees build their wax cells inside flowers.* Circle the sentence that tells why bees need flowers.
5. Move down to number 5. Why do bees collect nectar? Listen to each group of words: *to get pollen . . . to make honey . . . to build wax cells.* Circle the group of words that tells why bees collect nectar.

### COMMON CORE STATE STANDARDS

**Informational Text 1.** Ask and answer questions about key details in a text. **Informational Text 2.** Identify the main topic and retell key details of a text. **Speaking and Listening 2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

# Vocabulary

**TEACHER INFORMATION:** Distribute Vocabulary page 4 and read aloud the following directions. Then reread the passage to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** Now I am going to read the passage again. Then I will ask you some questions about the meaning of some of the words in the story. For each question that I ask, there are three answer choices. Draw a circle around the choice that gives the best answer. Listen carefully.

1. Look at the row with the number 1. Listen to this sentence from the passage: “A queen bee, some drones, and lots of worker bees live in the hive.” What is a hive? Circle the picture that shows a hive.
2. Move down to number 2. Listen to this sentence: “Mad bees will attack!” What does the word “attack” mean? Listen to each group of words: *try to hurt . . . chase for fun . . . buzz around*. Circle the group of words that gives the meaning of the word “attack.”
3. Move down to number 3. Listen to this sentence: “It is not wise to make bees mad.” What does the word “wise” mean? Listen to these words: *bad . . . smart . . . easy*. Which of these words has about the same meaning as “wise”? Circle the word that means “wise.”
4. Move down to number 4. The passage tells how bees use wax cells. What does the word “cells” mean? Listen to these sentences from the passage and circle the one that gives the meaning of the word “cells”: “*Worker bees make wax cells in the hive.*” . . . “*These wax cells are small holes.*” . . . “*Bees save honey in some wax cells.*” Circle the sentence that gives the meaning of the word “cells.”
5. Move down to number 5. Listen to this sentence from the passage: “When it gets cold, these bees will go inside their hive and rest.” What does the word “rest” mean? Circle the picture that shows the meaning of “rest.”

## COMMON CORE STATE STANDARDS

**Informational Text 4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.

# Unit 1 Assessment

## Writing

**TEACHER INFORMATION:** Distribute Writing page 5 and read aloud the following prompt to children. Then read aloud the sentence frame. Provide time for children to draw the picture and complete the sentence. Allow children to dictate their responses if necessary.

**PROMPT:** The passage says that bees live like a family. How are bees like a family? Draw a picture showing bees doing something a family does. Then complete the sentence to tell how bees live like a family.

### RUBRIC FOR WRITING

|          |   |
|----------|---|
| <b>2</b> | The drawing accurately shows the bees doing something a family does.<br>The sentence supplies facts from the passage to accurately explain how bees are like a family.  |
| <b>1</b> | The drawing shows bees, but they are not doing something a family does.<br>The sentence provides information about bees, but the information does not correspond to the drawing or is not based on the passage.<br>One element of the response may be incomplete. |
| <b>0</b> | The drawing does not show the bees doing something a family does.<br>The sentence does not explain how bees are like a family.<br>More than one element of the response may be incomplete.  |




### COMMON CORE STATE STANDARDS

**Informational Text 1.** Ask and answer questions about key details in a text. **Writing 2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.




# Unit 1 Scoring Information

**UNIT 1 • COMPREHENSION**

**Comprehension** Name \_\_\_\_\_

1.   

2. Worker bees collect pollen.  
 Bees live and work together.  
 The queen bee lays eggs.

3.   




4. Bees use nectar and pollen from flowers.  
 Bees like the different colors of flowers.  
 Bees build their wax cells inside flowers.

5. to get pollen to make honey to build wax cells

Unit 1 • End-of-Unit Assessment 3

**UNIT 1 • VOCABULARY**



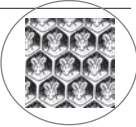
**Vocabulary** Name \_\_\_\_\_

1.   

2. try to hurt chase for fun buzz around

3. bad smart easy

4. "Worker bees make wax cells in the hive."  
 "These wax cells are small holes."  
 "Bees save honey in some wax cells."

5.   

Unit 1 • End-of-Unit Assessment 4

**UNIT 1 • WRITING**

**Writing** Name \_\_\_\_\_

Possible response: A drawing of worker bees feeding young bees

Bees are like a family because

Possible response: they take care of each other

Unit 1 • End-of-Unit Assessment 5

# Unit 2 Assessment

## Passage

**TEACHER INFORMATION:** If you wish children to follow along in the text as you read the passage, distribute the passage on pages 1–2 to children. If you want them to listen only, do not distribute those pages. Read aloud the following directions and the passage.

**DIRECTIONS:** I am going to read you a story about a new classroom. When I am finished, I will ask you to tell me about the story. Listen carefully as I read. The name of the story is “A New School Home.”

It was the first day of school in January. The Springfield School students were excited. They had a new building! It was huge! It was the biggest building in town.

The children were eager to go inside and see their new classrooms. When the bell rang, each class gathered together. Mrs. Clark’s first-grade class lined up and filed into the school.

The children chattered happily about their new classroom. But when they walked inside, all the children grew quiet. The large room had large, shiny windows. It had freshly painted walls. But it was very plain. There were no bright colors. There were no cheerful pictures. A clock was the only thing on any of the walls.

“We’ll make this our new home,” said Mrs. Clark. “Who has good ideas?”

Everyone did! Mrs. Clark put the class into groups. Each group would do something to decorate the room.

Rosa’s group made a bulletin board with pictures of students’ pets. One picture showed a very, very big dog. Tim’s group put plants in bright pots. Jennie’s group made colorful name tags for the cubbyholes. Matt’s group painted a big class calendar.

The classroom looked so different! Mrs. Clark’s students had changed the plain room into their new school home.



# Comprehension

**TEACHER INFORMATION:** Distribute Comprehension page 3 and read aloud the following directions. Then reread the passage to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** I am going to read the passage again. Then I will ask you some questions about the passage. For each question that I ask, there are three answer choices. Draw a circle around the choice that gives the best answer. Listen carefully.

1. Look at the row numbered 1. Where does the story take place? Circle the picture that shows where the story takes place.
2. Move down to number 2. Why do the children become quiet when they enter their new classroom? Listen to these sentences: *They stop talking so that they can hear Mrs. Clark. . . . Mrs. Clark asks the children to stop being so noisy. . . . They do not know what to say about the plain room.* Circle the sentence that tells why the children become quiet when they enter the room.
3. Move down to number 3. What does Mrs. Clark mean when she says, “We’ll make this our new home”? Listen to these sentences: *They will begin living in the room. . . . They will decorate the room nicely. . . . They will eat their lunch in the room.* Circle the sentence that tells what Mrs. Clark means when she says, “We’ll make this our new home.”
4. Move down to number 4. What does Matt’s group add to the classroom? Circle the picture that shows what Matt’s group adds to the classroom.
5. Move down to number 5. How does the classroom look after the children decorate it? Listen to these words: *cheerful . . . plain . . . messy.* Circle the word that tells how the room looks after the children decorate it.

## COMMON CORE STATE STANDARDS

**Literature 1.** Ask and answer questions about key details in a text. **Literature 3.** Describe characters, settings, and major events in a story, using key details. **Speaking and Listening 2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

# Unit 2 Assessment

## Vocabulary

**TEACHER INFORMATION:** Distribute Vocabulary page 4 and read aloud the following directions. Then reread the passage to children and read aloud each question. Children are to respond by circling the best answer.

**DIRECTIONS:** Now I am going to read the passage again. Then I will ask you some questions about the meanings of some of the words in the story. For each question that I ask, there are three answer choices. Draw a circle around the choice that gives the best answer. Listen carefully.

1. Look at the row numbered 1. Listen to this sentence from the story: “Mrs. Clark’s first-grade class lined up and filed into the school.” What does the word “filed” mean? Listen to these words: *stayed . . . looked . . . walked*. Circle the word that means “filed.”
2. Move down to number 2. Listen to these sentences: “The children chattered happily about their new classroom. But when they walked inside, all the children grew quiet.” What does “chattered” mean? Read . . . *talked . . . listened*. Circle the word that means “chattered.”
3. Move down to number 3. Listen to this sentence: “One picture showed a very, very big dog.” Which of the following words is closest in meaning to “very, very big”: *huge . . . large . . . small*? Circle the word that means “very, very big.”
4. Move down to number 4. Listen to this sentence: “Tim’s group put plants in bright pots.” The word “pots” has many meanings. What does the word “pots” mean in the story? Circle the picture that shows the meaning of the word “pots.”
5. Move down to number 5. Listen to this sentence: “Jennie’s group made colorful name tags for the cubbyholes.” What does the word “colorful” mean? Listen to these words: *full of color . . . without any color . . . one color*. Circle the words that mean “colorful.”

### COMMON CORE STATE STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase. **Language 5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. **Language 5.d.** Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

# Writing

**TEACHER INFORMATION:** Distribute Writing page 5 and read aloud the following prompt to children. Then read aloud the sentence frame. Tell children to use information from the passage in their response. Provide time for children to draw the picture and complete the sentence. Allow children to dictate their responses if necessary.

**PROMPT:** Which group in Mrs. Clark’s class would you like to be in—Rosa’s, Tim’s, Jennie’s, or Matt’s? Why do you want to be in that group? Draw a picture to show what your group does to help decorate the classroom. Then tell whose group you want to be in and why.

## RUBRIC FOR WRITING

|          |   |
|----------|---|
| <b>2</b> | The drawing accurately shows the chosen group’s contribution to the classroom decorations.<br>The sentence states an opinion about which group the child would like to be in and supplies a reason for that opinion.  |
| <b>1</b> | The drawing shows a group’s contribution to the classroom decorations.<br>The sentence states an opinion about which group the child would like to be in but does not supply a reason for that opinion.<br>The drawing and the sentence may not correspond, or one may be incomplete. |
| <b>0</b> | The drawing does not show a group’s contribution to the classroom decorations.<br>The sentence does not state an opinion or supply a reason for that opinion.<br>More than one element of the response may be incomplete.   |


## COMMON CORE STATE STANDARDS

**Informational Text 1.** Ask and answer questions about key details in a text. **Writing 2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# Unit 2 Scoring Information


**UNIT 2 • COMPREHENSION**

**Comprehension** Name \_\_\_\_\_

1. 

2. They stop talking so that they can hear Mrs. Clark.  
Mrs. Clark asks the children to stop being so noisy.  
They do not know what to say about the plain room.

3. They will begin living in the room.  
They will decorate the room nicely.  
They will eat their lunch in the room.

4. 

5. cheerful plain messy

Unit 2 • End-of-Unit Assessment 3


**UNIT 2 • VOCABULARY**

**Vocabulary** Name \_\_\_\_\_

1. stayed looked walked

2. read talked listened

3. huge large small

4. 

5. full of color without any color one color

4 Unit 2 • End-of-Unit Assessment

**UNIT 2 • WRITING**

**Writing** Name \_\_\_\_\_

Possible response: A drawing of children drawing pictures of their pets

Possible response: \_\_\_\_\_

I want to be in Rosa's group

because I like to draw

pictures of my dog, Max.

Unit 2 • End-of-Unit Assessment 5

# Administering the Assessments

The End-of-Unit Assessments for Units 3 through 6 consist of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. The tests for Units 3 through 6 are intended to be read by the children and completed independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer each End-of-Unit Assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of the children in your class.

| SESSIONS                        | FIRST DAY   | SECOND DAY  | THIRD DAY   |
|---------------------------------|---|---|---|
| <b>TWO SESSIONS</b><br>Option 1 | <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Writing</li> </ul>                       |   |
| <b>TWO SESSIONS</b><br>Option 2 | <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>                       | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Writing</li> </ul> |   |
| <b>THREE SESSIONS</b>           | <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>                       | <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>                    | <ul style="list-style-type: none"> <li>• Writing</li> </ul> |

# Administering the Assessments

**DURATION** The time required for each part of the assessment will vary depending on how long it takes children to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

**PREPARING CHILDREN FOR THE ASSESSMENT** Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will read a passage, answer questions, and complete a writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that they must fill in the bubbles next to their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passage and/or questions, depending on the needs of the children in your class. Use your professional judgment to determine whether reading aloud is necessary.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses.

## After the Assessment

### SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided in the teacher pages for each End-of-Unit Assessment.

**SCORING THE WRITING PROMPT** The Writing section requires children to respond to a prompt. Examples of appropriate responses and a 2-point rubric are provided in the teacher pages for each End-of-Unit Assessment. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.

**GENERATING FINAL SCORES AND/OR GRADES** If you choose, each End-of-Unit Assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

# Administering the Assessments


## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

**INFORMING YOUR INSTRUCTION** Depending on children's performance on the various sections of each End-of-Unit Assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and using the passage to locate information. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, and using context clues to determine the meanings of unknown words. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.



# Unit 3 Scoring Information

 **UNIT 3 • COMPREHENSION**

**Comprehension** Name \_\_\_\_\_

Directions: Read each question. Then fill in the bubble next to the best answer.

1. Where does the story take place?

☒ a forest

☐ a park

☐ a city

2. What happens first in the story?

☐ Big Bear hunts for tiny mice in the forest.

☒ Big Bear says that he will search for food.


☐ Big Bear gives sweet honey to Little Bear.

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**COMMON CORE STATE STANDARDS**

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story using key details. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

Unit 3 • End-of-Unit Assessment 5

 **UNIT 3 • COMPREHENSION** *Continued*

3. How does Big Bear feel when he does not catch mice?

☐ glad

☐ pleased

☒ sad

4. Why does Big Bear get wet feet?

☐ It is raining in the forest.

☒ He stands in the water.


☐ He spills water on them.

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**COMMON CORE STATE STANDARDS**

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story using key details. Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

6 Unit 3 • End-of-Unit Assessment

 **UNIT 3 • COMPREHENSION** *Continued*

5. What makes Big Bear decide to look for honey?

☒ He sees many bees, and bees make honey.

☐ He knows honey tastes good on berries.

☐ He likes honey better than any other food.

6. How does Big Bear feel at the end of the story?

☐ He is mad because Little Bear eats all the honey he found.

☒ He is happy because Little Bear is eating a good dinner.

☐ He is sad because Little Bear does not have any berries.


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**COMMON CORE STATE STANDARDS**

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story using key details. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

Unit 3 • End-of-Unit Assessment 7

# Unit 3 Scoring Information

 **UNIT 3 • VOCABULARY**

Vocabulary Name \_\_\_\_\_

Directions: Read each question. Then fill in the bubble next to the best answer.

1. In the story, Big Bear says, "I will search for food." What is the meaning of the word "search"?

☐ work

☐ pay

☒ look

2. "Big Bear hunted for tiny mice." Which word from the story has almost the same meaning as "tiny"?

☐ big


☒ small

☐ many

**COMMON CORE STATE STANDARDS**

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

8 Unit 3 • End-of-Unit Assessment

 **UNIT 3 • VOCABULARY** *Continued*

3. "He did not trap any big fish." Which word has almost the same meaning as "trap"?

☐ eat

☐ want

☒ catch

4. Big Bear is pleased when he finds berries. What does the word "pleased" mean?

☐ surprised


☒ happy

☐ sleepy

**COMMON CORE STATE STANDARDS**

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Unit 3 • End-of-Unit Assessment 9

 **UNIT 3 • VOCABULARY** *Continued*

5. Which word from the story tells how something tastes?

☐ plump

☐ small

☒ sweet

6. "Big Bear found some sweet honey. It was in a tall tree." What word or words from these sentences does "it" take the place of?

☐ Big Bear

☒ honey

☐ tree

**COMMON CORE STATE STANDARDS**

**Literature 4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Language 1.d.** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

10 Unit 3 • End-of-Unit Assessment

## Writing

**DIRECTIONS:** Read the questions. Write sentences to retell the story.


**PROMPT:** Big Bear needed to find dinner for Little Bear. What did Big Bear look for? What did Big Bear find? What did Little Bear do at the end of the story?

**POSSIBLE RESPONSE:** Big Bear looked for berries, mice, fish, and honey. He found berries and honey. Little Bear ate the honey at the end of the story.

### RUBRIC FOR WRITING

|          |  |
|----------|--|
| <b>2</b> | Response accurately recounts the sequence of events based on details from the story. |
| <b>1</b> | Response recounts events from the story, but events are not in sequence.             |
| <b>0</b> | Response does not recount events from the story.                                     |

# Unit 4 Scoring Information

 **UNIT 4 • COMPREHENSION**

**Comprehension** Name \_\_\_\_\_

**Directions:** Read each question. Then fill in the bubble next to the best answer.

1. What is the main idea of the passage?


- ☒ Farmers grow crops and raise animals.
- ☐ Farmers have cows on their farms.
- ☐ Farmers work outside all of the time.

2. What can you learn from this passage?

- ☐ how to grow crops
- ☐ why people like oatmeal
- ☒ what farmers do

**COMMON CORE STATE STANDARDS**  
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 2. Identify the main topic and retell key details of a text. Informational Text 7. Use the illustrations and details in a text to describe its key ideas.

Unit 4 • End-of-Unit Assessment 5

 **UNIT 4 • COMPREHENSION** *Continued*

3. How are oats different from corn?


- ☐ Oats are grown on farms.
- ☒ Oats are made into oatmeal.
- ☐ Oats are fed to animals.

4. Why do farmers spend much of their time outside?

- ☐ They have to take their crops to the store.
- ☐ They do not like being inside the house.
- ☒ They need to care for the crops and animals.

**COMMON CORE STATE STANDARDS**  
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 7. Use the illustrations and details in a text to describe its key ideas.

Unit 4 • End-of-Unit Assessment 6

 **UNIT 4 • COMPREHENSION** *Continued*

5. What animal does a farmer raise for milk?

- ☐ pig
- ☒ cow
- ☐ chicken

6. Why do crops need rain?

- ☒ to help them grow
- ☐ to keep them clean
- ☐ to cool them down

**COMMON CORE STATE STANDARDS**  
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Unit 4 • End-of-Unit Assessment 7

**UNIT 4 • VOCABULARY**

## Vocabulary

Name \_\_\_\_\_

Directions: Read each question. Then fill in the bubble next to the best answer.

1. "Some farmers grow crops." What is the meaning of the word "crops"?

☐ cows and sheep  
☒ plants we eat  
☐ very small farms

2. The word "raise" has many meanings. What does "raise" mean in the following sentence?

"Other farmers raise animals."

☒ take care of  
☐ lift up  
☐ make larger

**COMMON CORE STATE STANDARDS**  
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from an array of strategies.

8 Unit 4 • End-of-Unit Assessment

**UNIT 4 • VOCABULARY** *Continued*

3. "Soon small plants pop out of the ground." What do the words "pop out of" mean?

☐ fall onto  
☒ break through  
☐ make noise in

4. "The farmers watch over their animals." How could a farmer "watch over" an animal?

☐ by planting corn and oats  
☐ by drinking milk  
☒ by feeding a cow

**COMMON CORE STATE STANDARDS**  
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from an array of strategies.

Unit 4 • End-of-Unit Assessment 9

**UNIT 4 • VOCABULARY** *Continued*

5. "They spend much of their time outside." What does this sentence mean?

☐ Farmers pay money for animals that can live outside.  
☐ Farmers are very tired after being outside in the sun.  
☒ Farmers work outside for many hours each day.

6. "They cook oatmeal and enjoy eating it with milk on top." What word from the sentence does "it" take the place of?

☒ oatmeal  
☐ milk  
☐ top

**COMMON CORE STATE STANDARDS**  
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 1. Use *personal*, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from an array of strategies.

10 Unit 4 • End-of-Unit Assessment

# Unit 4 Scoring Information

## Writing

**DIRECTIONS:** Read the prompt. Then write a response in complete sentences.


**PROMPT:** Pretend you are a farmer. Tell a friend what you did today on your farm. Use ideas from the passage in your sentences. Use words such as “first,” “next,” and “last.”

**POSSIBLE RESPONSE:** Today I woke up early. First, I had to feed the animals. Next, I had to water my crops. Last, I sold my corn at the store.

### RUBRIC FOR WRITING

|          |  |
|----------|--|
| <b>2</b> | Response accurately recounts events that happened on the farm, using details from the passage.<br>Response correctly uses temporal words to signal event order.                            |
| <b>1</b> | Response accurately recounts one event that happened on the farm, using details from the passage.<br>Response uses temporal words to signal event order, but they may be used incorrectly. |
| <b>0</b> | Response does not recount events that happened on the farm.<br>Response does not use temporal words.   |

# Unit 5 Scoring Information

 **UNIT 5 • COMPREHENSION**

**Comprehension** Name \_\_\_\_\_

Directions: Read each question. Then fill in the bubble next to the best answer.

1. Where does most of the story take place?

☐ in Ben's home

☒ in the forest

☐ in the van

2. What is the first thing Ben and Dad do when they get to the camp?

☐ go for a hike


☒ set up the tent

☐ look at the stars

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**COMMON CORE STATE STANDARDS**  
Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story, using key details.

Unit 5 • End-of-Unit Assessment 5

 **UNIT 5 • COMPREHENSION** *Continued*

3. Dad and Ben hike around the lake. Why does Dad think deer are nearby?

☐ He wants to see deer.

☐ He hears the deer.

☒ He sees deer tracks.

4. Why is it easier to see stars in the forest than in the city?

☒ The forest is darker than the city.


☐ The forest has more lights.

☐ The stars are closer to the forest.

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**COMMON CORE STATE STANDARDS**  
Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story, using key details.

6 Unit 5 • End-of-Unit Assessment

 **UNIT 5 • COMPREHENSION** *Continued*

5. Ben can find the North Star. What does this tell him?

☐ how bright the stars are

☐ what time of day it is

☒ which way is north

6. Which word best describes how Ben feels about the camping trip?

☐ sad

☒ happy


☐ surprised

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**COMMON CORE STATE STANDARDS**  
Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story, using key details.

Unit 5 • End-of-Unit Assessment 7

# Unit 5 Scoring Information

 **UNIT 5 • VOCABULARY**

**Vocabulary**      Name \_\_\_\_\_

Directions: Read each question. Then fill in the bubble next to the best answer.

1. "He and Dad were going to the forest." Which word in the story has about the same meaning as "forest"?

☐ grass

☒ woods

☐ hills

---

2. The word "pitched" has many meanings. What does "pitched" mean in the following sentence?

"Dad pitched their tent."


☒ set up

☐ threw

☐ put in trash

**COMMON CORE STATE STANDARDS**  
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

8 Unit 5 • End-of-Unit Assessment

 **UNIT 5 • VOCABULARY** *Continued*

3. "Then Dad said, 'Let's go for a hike.'" What is the meaning of the word "hike" in this sentence?

☐ swim

☐ ride

☒ walk

---

4. The word "tracks" has many meanings. What does "tracks" mean in the following sentences?

"Dad showed Ben some tracks on the ground. These are deer tracks," Dad said."


☒ footprints

☐ rails for trains

☐ path for racing

**COMMON CORE STATE STANDARDS**  
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Unit 5 • End-of-Unit Assessment 9

 **UNIT 5 • VOCABULARY** *Continued*

5. "Deer must be close by." What do the words "close by" mean in this sentence?

☐ far away

☒ near

☐ inside

---

6. What does the word "face" mean in the following sentence?

"We can face the North Star."

☐ draw

☐ point to

☒ turn toward

**COMMON CORE STATE STANDARDS**  
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

10 Unit 5 • End-of-Unit Assessment



# Writing

**DIRECTIONS:** Read the prompt and write a paragraph in response.


**PROMPT:** On the camping trip, Ben learned about the night sky. Tell what Ben learned about the night sky. Use facts from the story. Write complete sentences.

**POSSIBLE RESPONSE:** Ben learned that you can see more stars in dark places. Some groups of stars make shapes in the sky. The Big Dipper is a group of stars. It looks like a cup with a long handle. People can use the Big Dipper to find the North Star. When they look at the North Star, they look north.

## RUBRIC FOR WRITING

|          |   |
|----------|---|
| <b>2</b> | Response supplies facts from the passage to accurately explain what Ben learned about the night sky.<br>All sentences are complete. |
| <b>1</b> | Response supplies one fact from the passage to explain what Ben learned about the night sky.<br>Not all sentences are complete.     |
| <b>0</b> | Response does not explain what Ben learned about the night sky.   |

# Unit 6 Scoring Information

 **UNIT 6 • COMPREHENSION**

Comprehension Name \_\_\_\_\_

Directions: Read each question. Then fill in the bubble next to the best answer.

1. What is the main idea of the passage?

☐ Many people made a new life in America.

☒ The foods we eat came from many places.

☐ Potatoes can be fixed in two different ways.

2. Which kind of food was first grown by Native Americans?

☐ apples


☐ potatoes

☒ corn

**COMMON CORE STATE STANDARDS**

Informational Text 1. Ask and answer questions about key details in a text. Informational Text 2. Identify the main topic and retell key details of a text.

Unit 6 • End-of-Unit Assessment 5

 **UNIT 6 • COMPREHENSION** *Continued*

3. Which food was first made from corn?

☐ hot dog buns

☒ taco shells

☐ apple pie

4. The author says that apple pie may not be from America. What reason does the author give to support this idea?

☐ When people came here, they brought their foods with them.


☐ People no longer say "That is as American as apple pie."

☒ An old paper from another place tells how to make apple pie.

**COMMON CORE STATE STANDARDS**

Informational Text 1. Ask and answer questions about key details in a text. Informational Text 2. Identify the reasons an author gives to support points in a text.

6 Unit 6 • End-of-Unit Assessment

 **UNIT 6 • COMPREHENSION** *Continued*

5. How are apple pie and tacos alike?

☐ Both are filled with meat or fish.

☒ Both came from another land.

☐ Both are breads made from corn.

6. Where do people eat potatoes?

☒ all around the world

☐ in lands that have gold

☐ only in America

**COMMON CORE STATE STANDARDS**

Informational Text 1. Ask and answer questions about key details in a text. Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Unit 6 • End-of-Unit Assessment 7

**UNIT 6 • VOCABULARY**

**Vocabulary**
Name \_\_\_\_\_

Directions: Read each question. Then fill in the bubble next to the best answer.

1. "Native Americans began growing corn long ago." Which word has the same meaning as "began"?

☒ started  
☐ stopped  
☐ liked

---

2. "When other people came here, they found out about corn." What do the words "found out" mean in this sentence?

☐ forgot  
☒ learned  
☐ talked

**COMMON CORE STATE STANDARDS**  
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

8 Unit 6 • End-of-Unit Assessment

**UNIT 6 • VOCABULARY** *Continued*

3. "Today we prepare potatoes in many ways." What does the word "prepare" mean in this sentence?

☐ eat  
☒ fix  
☐ grow

---

4. "At first, people did not eat hot dogs on buns." What does the word "buns" mean in this sentence?

☐ picnic tables  
☐ dinner plates  
☒ bread rolls

**COMMON CORE STATE STANDARDS**  
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Unit 6 • End-of-Unit Assessment 9

**UNIT 6 • VOCABULARY** *Continued*

5. The word "shells" has many meanings. What does "shells" mean in the following sentence?

"They made the first taco shells from corn."

☐ the outsides of eggs  
☐ the hard coverings on some animals  
☒ flat bread with food inside

---

6. "People stuffed the taco shells with many kinds of food." What does the word "stuffed" mean in this sentence?

☒ filled  
☐ ate  
☐ made

**COMMON CORE STATE STANDARDS**  
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

10 Unit 6 • End-of-Unit Assessment

# Unit 6 Scoring Information

## Writing

**DIRECTIONS:** Read the prompt and write a paragraph in response.

**PROMPT:** The passage tells about foods we eat in America.

- Which food from the passage do you like best?
- What does the passage say about this food?
- What do you like about this food?

Use information from the passage in your answer. Write complete sentences.

**POSSIBLE RESPONSE:** I like tacos best. The passage says people have been eating them for a long time. They can be filled with different foods. I like to put meat, cheese, and lettuce in my taco. I like the crunch of a hard taco shell. I like the taste of tacos too.

### RUBRIC FOR WRITING

|          |   |
|----------|---|
| <b>2</b> | Response states an opinion about the chosen food, tells what the text says about the chosen food, and supplies reasons for the opinion.<br>All sentences are complete.              |
| <b>1</b> | Response states an opinion about the chosen food and tells what the text says about the chosen food but does not supply reasons for the opinion.<br>Not all sentences are complete. |
| <b>0</b> | Response does not state an opinion about the chosen food, tell what the text says about the chosen food, or supply reasons for the opinion.<br>Sentences are incomplete.            |